



IMPLEMENTATION FIDELITY OF THE YOUTH ENTREPRENEURSHIP PROGRAM IN BAGUIO CITY

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CHAPTER 1

THE PROBLEM

Rationale

Entrepreneurship is the most powerful economic force known to humankind! The entrepreneurial revolution that captured our imagination during the last three decades has now permeated every aspect of business thinking and planning. The process of transforming creative ideas into commercially viable businesses continues to be a major force in today's world economy. Successful entrepreneurship requires more than merely luck and money. It is a cohesive process of creativity, risk taking, and planning. Students today need courses and programs that set forth a basic framework for understanding the process of entrepreneurship (Kuratko, 2019). Many people put entrepreneurship on a pedestal. As a result, people at a very young age are being encouraged to become entrepreneurs when they grow up. This idea took deep roots in many of America's young people's minds. In fact, 12% of all SMEs have Millennial owners (Guidant Financial, 2020).

According to 2020 Philippine Census of Population Report, the median age of the Philippine population continues to rise during the past three decades.

In 2020, the median age was computed at 25.3 years, which means that half of the household population was younger than 25.3 years, while the other half is older than 25.3 years. This is higher than the median ages of 24.3 years and 23.3 years that were posted in 2015 and 2010, respectively, and this demographic group is expected to make up a significant portion of the workforce and consumer market in the coming years.

Entrepreneurship typically operates within an entrepreneurship ecosystem which often includes government programs and services that promote entrepreneurship and support entrepreneurs and start-ups, non-governmental organizations such as small business associations and organizations that offer advice and mentoring to entrepreneurs, and entrepreneurship education and training programs offered by schools, colleges, and universities (Melville, 2018).

Entrepreneurship is the process of recognizing, assessing, and capitalizing on possibilities to generate economic and social value by combining resources, expertise, and creativity in novel and creative ways (Wright and De Massis, 2019).

The European Startup Monitor (ESM) found that 2.3% of the adult population in Europe was involved in the creation of a new startup in 2017.

This statistic is a testament to the growing trend of entrepreneurship in Europe. It shows that more and more people are taking the plunge and starting their own businesses, which is a positive sign for the economy. It indicates that the entrepreneurial spirit is alive and well in Europe, and that there is a strong support system in place for those who are looking to start their own businesses. This is an encouraging sign for the future of entrepreneurship in Europe, and it is a great indicator of the potential for growth in the region (Gitnux Marketdata Report 2024).

The Kauffman Foundation found that the rate of new entrepreneurs in the United States increased by 14.6% in 2020, compared to 2019. This statistic is also a testament to the resilience of entrepreneurs in the United States. Despite the economic downturn caused by the pandemic, the rate of new entrepreneurs increased by 14.6%, showing that the entrepreneurial spirit is also alive and well. This is an encouraging sign for the future of entrepreneurship in the US and a reminder that even in difficult times, there are still opportunities to start a business and succeed (Gitnux Marketdata Report 2024).

According to Entrepreneurship in the Philippines (2013 Report), the average Filipino entrepreneur is young, 18–34 years old, and married with at least secondary schooling.

Filipinos see their country as having an environment conducive to entrepreneurship. Close to forty-eight percent (48%) of Filipinos see good opportunities to start a business in their environment. Eighty-five percent (85%) consider starting a new business a desirable career choice while seventy-nine percent (79%) place high regard on successful entrepreneurs. Filipinos are confident that they can start a business. More than half of the population (68.4%) believe that they have the capabilities to start a new business. They also have a very

low perception of failure in starting a business. Filipinos see entrepreneurship only as income generation opportunities for the owners but not as a job generation activity for the country. Only 0.33% of those engaged in a new business expect to generate more than nineteen (19) jobs in the next five years while 1.7% in an established business expect to generate more than ten (10) jobs in the next five years.

Majority of Philippine businesses, approximately eighty percent (80%), are engaged in consumer services while approximately ten percent (10%) are into manufacturing, construction, and other transformative business activities. Most of the products sold are considered new in the country, but many businesses are selling the same products.

The capacity of Filipinos to start a business, the high regard of Philippine society for successful entrepreneurs, and the large domestic market are main drivers of entrepreneurship in the country. On the other hand, barriers to entrepreneurship are low and difficult access to financial support, unclear and inconsistent implementation of government policies, and the lack of capability of entrepreneurs to grow and sustain the business (Global Entrepreneurship Monitor Philippines Report 2013). Many younger people have strong motivations to become businessmen. Moreover, they possess positive outlooks when it comes to business (Guidant Financial, 2019). In addition, those that own small businesses are confident of the political climate of today. They are also happy with their roles as business owners. And they will likely continue to do so for a long while. Young people don't seem to lack reasons to become entrepreneurs. So, let's just expect to see younger successful business owners in the future.

Go Negosyo founder Joey Concepcion shared OCTA Research findings that more Filipinos aged 18 years and older are inclined toward entrepreneurship and consider mentorship as an important element for small businesses – a showing that entrepreneurship is increasingly gaining headway into the Filipino mindset (OCTA Research, 2023).

To promote entrepreneurship, government agencies have established different programs mandated to encourage, support, and prepare young Filipino entrepreneurs. Based on the literature review of the selected articles, in general, there are two ways to implement the entrepreneurship program to prepare students to become entrepreneurs, namely: (1) through entrepreneurship education that is integrated with subjects, extracurricular activities, and practical learning entrepreneurship; (2) various forms of life skills training.

The Department of Education (DepEd) has exerted efforts to include entrepreneurship in its secondary education in the recently implemented K to 12 programs (Garcia, 2019). The importance of entrepreneurship is evident in the plethora of published academic articles on individual's enabling factors to become entrepreneurs. Entrepreneurship research in the Philippines focuses on the youth and university students (Lai, et.al., 2017).

On August 27, 2015, Republic Act No. 10679 otherwise known as the Youth Entrepreneurship Act mandates the Department of Trade and Industry (DTI) and Micro, Small, and Medium Enterprises Development Council (MSMEDC) to implement a national program to promote youth entrepreneurship development.

As a response, the Youth Entrepreneurship Program or YEP was launched as a focused program to address the young demographics of the country to become productive individuals through entrepreneurship. The program aspires to help youth develop their entrepreneurial skills by offering them a comprehensive package of interventions. An initiative intended to harness public and private to the development of youth entrepreneurship, YEP's tagline is "Harnessing Our Own Resources for the Advancement of the Youth!" (HOORAY!).

The YEP is composed of three components namely, Youth Start, Youth Net, and Youth Match, that take into consideration the DTI 7Ms for MSME development: Mindset Change, Mastery, Mentoring, Money, Machines, Market Access, and Models for Business. YEP targets to help aspiring and existing young Filipino entrepreneurs aged 18–30 years composed of youth organizations, in-school youth, indigenous youth, youth with disabilities, not in education, employment, or training.

The Cordillera YEP was launched on October 16, 2020, with program orientations and entrepreneurship mind setting. Beneficiaries include agri–preneurs, food processors, weaving and apparel, home–styles, furniture, online, and IT–related business owners, among others.

It was implemented through a set of business models such as Business Model Canvas Preparation, Intellectual Property Rights Protection and Business Continuity Planning Workshop, Digitalization of Business, and Business Pitching Workshop (YEP Cordillera Launching and Orientation, 2022).

On May 17, 2022, a Memorandum of Agreement was signed between Commission of Higher Education – Cordillera Administrative Region, State Universities and Colleges, and DTI–CAR for a special module called YEP–Project MARiTES (Mobilizing Available Resources through Inclusive Training on

Entrepreneurship of Student Grantees) – Be Your Own Boss. YEP–Project MARiTES was launched to equip the grantees with competitive knowledge and skills in business management. Among those who benefitted from the project were student–grantees chosen by the six State Universities and Colleges (Abra State Institute of Sciences and Technology, Apayao State College, Benguet State University, Ifugao State University, Kalinga State University, Mountain Province State Polytechnic College) in the region, from 2,800 recipients of the Tertiary Education Subsidy Program. Beneficiaries joined trade fairs and product showcase activities like Session Road Sunday Market Showcase.

Anent to this, the Commission of Higher Education (CHED) Strategic Plan 2023-2028 is on Access and Success. As defined, equitable and inclusive access and success pertain to providing fair opportunities to disadvantaged or marginalized groups to enroll, stay, and complete higher education, and get employed or become entrepreneurs after graduation. These provisions were considered when crafting the Project MARITES or Mobilizing Available Resources through Inclusive Training on Entrepreneurship of Student-Grantees. Through this project, the CHED – Unified Financial Assistance System for Tertiary Education Act – CAR yearns for the improvement of lives of the target beneficiaries. Given the appropriate training on entrepreneurship, these beneficiaries will develop their skills and knowledge to start or sustain their small business initiatives. With this, they are given the means to cope with their challenging economical endeavors and help alleviate poverty in their families.

The Unified Financial Assistance System for Tertiary Education Act, or UniFAST — also known as Republic Act No. 10687 — was signed into law on October 15, 2015.

UniFAST reconciles, improves, strengthens, expands, and puts under one body all government-funded modalities of Student Financial Assistance Programs (StuFAPs) for tertiary education – and special purpose education assistance – in both public and private institutions. These modalities include scholarships, grants-in-aid, student loans and other specialized forms of StuFAPs formulated by the UniFAST Board. The UniFAST law – and its Implementing Rules and Regulations (IRR) – are intended to make the implementation of StuFAPs in the tertiary level more effective, efficient, and politically-neutral or free of political labeling.

Since its launch in May 2022, YEP–Project MARiTES has produced thirty (30) mentee graduates and another thirty (30) who are currently mentees of the program from Baguio City. Fifteen (15) mentee graduates each from the first and second batch for the year 2022 and 2023. Now they are enjoying the benefits of being an entrepreneur, which includes the development of networks amongst themselves and exposure to other

opportunities such as the Kapatid Mentor Me Project (KMME), One Town One Project (OTOP) Next Gen, Young Farmers Challenge, BPI SINAG, and other programs offered by various agencies (DTI-CAR, 2023).

So, it can be concluded that entrepreneurs are creative people who always innovate in the field of business that are useful for the future and are able to live independently. An interest in entrepreneurship will make a person more active in seeking and taking advantage of the many opportunities that exist so that they can develop their business by optimizing their potential (Andriana & Fourqoniah, 2020).

The United Nations, for statistical purposes, defines ‘youth’, as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States. Definition of youth perhaps changes with circumstances, especially with the changes in demographic, financial, economic and socio-cultural settings; however, the definition that uses 15- 24 age cohort as youth fairly serves its statistical purposes for assessing the needs of the young people and providing guidelines for youth development.

Republic Act No. 10679 or the Youth Entrepreneurship Act defines young entrepreneurs as individuals within the age of eighteen (18) and thirty (30) years old who are engaged in the design, creation, establishment, and/or management of a micro, small or medium enterprise. There are several obstacles encountered in implementing an entrepreneurship program, including the mindset of students who are less developed, lack of creativity, very limited study time allocation, and inadequate infrastructure (Nisa et.al., 2022).

Constraints in the training program, namely activities that produce less than optimal results because the implementation time is relatively short and there is too much material at the same time (Oktapiani et al., 2022), activities are only limited to students being able to make a shop, not reaching the store performance evaluation stage due to limitations time (Mardiyanti & Mantra, 2022), and the limited number of participants in the implementation of activities (Zulfikar & Mayvita, 2022). Koichu et al. (2019) regarded “Implementation as a change-oriented process of endorsing an action plan”. In this view, implementation indicates an intended change in which relevant stakeholders notice a difference between a current situation and a desired situation (e.g., students’ better mathematical achievements). Koichu and colleagues (2019) also indicated that implementation occurs in interaction of two communities, “a community of the resource proponents and a community of the resource adapters”. The “proposers” could be policymakers and the “adapters” are the teachers, but many more combinations are possible, including various roles researchers could take.

In this study, implementation refers to the delivery of a program in a specific community setting, or to government policy involving a series of activities undertaken by government and its agencies to achieve the goals and objectives articulated in policy statements or legislation.

The YEP–Project MARiTES now adds life skills, business readiness, and design thinking drastically increasing the Filipino youth’s chances at business. Dr. Thomas LeBlanc, Education Chief at USAID Philippines, reiterated in a message of support the importance of including the untapped workforce of out-of-school youth in programs enabling local economic growth.

Further research in this area is needed to uncover what factors contribute to the implementation of entrepreneurship program among young Filipino entrepreneurs.

Theoretical Framework

The Institutional Theory, proposed by John W. Meyer, Brian Rowan, and W. Richard Scott, among others, examines how social, cultural, and regulatory institutions shape entrepreneurial behavior and outcomes. Authors such as Paul DiMaggio and Walter Powell contributed significantly to the development of this theory. Institutional factors, such as norms, rules, and values, influence the decisions and actions of entrepreneurs. The institutional theory argues that entrepreneurs must conform to and work within existing institutional structures while also having the potential to challenge and change them. The term “institution” broadly refers to the formal rules sets (North, 1990), less formal shared interaction sequences (Jepperson, 1991), and taken-for-granted assumptions (Meyer and Rowan) that organizations and individuals are expected to follow. These are derived from rules such as regulatory structures, governmental agencies, laws courts, professions, and scripts and other societal and cultural practices that exert conformance pressures (DiMaggio and Powell (1991). These institutions create expectations that determine appropriate actions for organizations (Meyer and Rowan), and also form the logic by which laws, rules, and taken-for-granted behavioral expectations appear natural and abiding (Zucker, 1977).

Institutions define therefore what is appropriate in an objective sense, and thus render other actions unacceptable or even beyond consideration (DiMaggio and Powell, 1991).

These regulative components stem primarily from governmental legislation and industrial agreements and standards. These rules provide guidelines for new entrepreneurial organizations and can lead to organizations complying with laws and also individuals complying with laws and or may require a reaction if

there is a lack of law or regulation in the entrepreneurial firm's region. Institutions guides behavior by defining what is appropriate or expected in various social and commercial situations (Bruton, et.al., 2010).

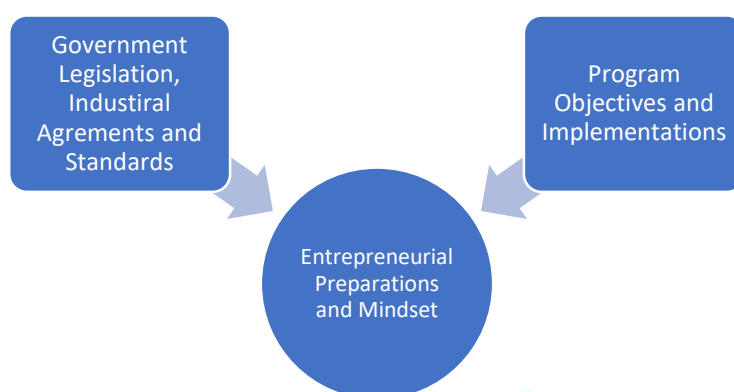


Figure 1

Theoretical Framework

Conceptual Framework

A conceptual framework is a synthetization of interrelated components and variables which help in solving a real-world problem. It is the final lens used for viewing the deductive resolution of an identified issue (Imenda, 2014). According to Trivette and Dunst (2011), implementation fidelity is the degree to which coaching, in-service training, instruction, or any other kind of evidence-based professional development practice is used as intended and has the effect of promoting the adoption and use of evidence-based intervention practices.

Implementation fidelity is the degree of compliance with which the core elements of program or intervention practices are used as intended. Documenting and understanding implementation processes of program or intervention practices (PIP) through fidelity assessment to improve and strengthen both research and practice are very useful (Lloyd et al., 2013). Fidelity assessment is a process used to collect data to document the extent to which PIP are implemented as intended (Hulleman et al., 2013). The need to conduct this assessment process has been established (Bond & Drake, 2019) by a number of early intervention researchers (Knoche et al., 2010).

The importance of implementation fidelity assessment is to determine whether practitioners implement PIP faithfully as intended by their developers (Century et al., 2010). This evaluative process makes it possible to extract information about how practitioners use PIP (Dusenbury et al., 2003). This information is important

to understand the challenges or facilitating factors practitioners encounter regarding implementation fidelity of PIP (Dusenbury et al., 2003; Knoche et al., 2010). Moreover, when implementation fidelity is evaluated during the process, the data collected allow for adjustments to continuously improve utilization of the PIP (Fixsen et al., 2013; Franks & Schroeder, 2013). These data on implementation as planned are useful to determine practitioners' training needs based on the difficulties encountered (Ledford & Wolery, 2013). Assessing implementation fidelity can also shed light on the reasons and factors that could explain the presence or absence of intervention effects (Dusenbury et al., 2003). For Dusenbury et al., fidelity assessment can identify, among other things, changes in the use of PIP and their impacts on the effects. This information is necessary, given the documented links between high degrees of intervention fidelity and positive effects of an intervention (Guo et al., 2016).

Therefore, assessing the implementation fidelity of PIP in an intervention setting is considered essential (Durlak, 2015). However, too few studies in the field of entrepreneurship, focus on fidelity of implementation (Knoche et al., 2010).

This shortcoming may be caused by such gaps identified in the related literature with regard to guidelines for implementing and assessing the implementation fidelity of PIP. These gaps are lack of clearly defined conceptual frameworks and their use (Sutherland et al., 2013). Nevertheless, Dane and Schneider's (1998) conceptual framework is the one most frequently used to document fidelity of PIP implementation as noted by Caron et al. (2017).

In this research, what the researcher would want to find out is that implementation fidelity acts as a potential moderator of the relationship between program objectives and outcomes. It is a factor that may impact on the relationship between these two variables (*i.e.*, how far an implementation affects outcomes). This is one of the principal reasons why implementation fidelity needs to be measured. It has been demonstrated that the fidelity with which a program is implemented affects how well it succeeds. Relative to the above concepts and studies, a conceptual framework is formulated for this study.

Considered Inputs of the study are Implementation Fidelity factors on Adherence, Exposure, Quality of Delivery, Participant Responsiveness, and Program Differentiation. Researchers have examined and described implementation fidelity across five dimensions: adherence, exposure, quality of delivery, participant responsiveness, and program differentiation (Durlak & DuPre, 2008).

Adherence: Program adherence refers to the extent to which program components are delivered.

Adherence indicators can include program content, methods, and activities. Adherence data are typically reported as the proportion of program components that were delivered compared to the number prescribed. For example, if a provider covered 14 of the 28 content areas of a program, the content adherence score would be fifty percent (50%).

Exposure: Program exposure can include the number of sessions or contacts, attendance, and the frequency and duration of sessions.

Quality of delivery: Quality of delivery reflects provider preparedness, use of relevant examples, enthusiasm, interaction style, respectfulness, confidence, and ability to respond to questions and communicate clearly.

The quality of delivery may act as a moderator between an intervention and observed outcomes; for example, if one-hundred percent (100%) of a program's material is covered but is delivered poorly, positive participant outcomes may not be realized.

Participant responsiveness: Participant responsiveness refers to participants' level of interest in the program; perceptions about the relevance and usefulness of a program; and their level of engagement, enthusiasm, and willingness to engage in discussion or activities. Participant responsiveness may play a direct role in outcomes or may act as a moderator between the intervention and adherence to the program or the quality-of-service delivery. For example, if participants are not responding well, a provider may omit, modify, or add to the program's content or activities.

Program differentiation: Program differentiation can also refer to the process of identifying the critical components of a program that are essential for producing positive outcomes (i.e., component analysis).

Koichu and colleagues (2019) also indicated that implementation occurs in interaction of two communities, "a community of the resource proponents and a community of the resource adapters".

The "proposers" could be policymakers and the "adapters" are the teachers, but many more combinations are possible, including various roles researchers could take.

Century et al. (2010) define fidelity as, "the extent to which an enacted program is consistent with the intended program model". Two main categories of components form their conceptual framework: (1) structural and (2) instructional. The structural components are procedural (process to follow, how often and for how long) and instructional are educative (theoretical knowledge necessary to implement new practices).

Therefore, the procedural and educative components depend on professional development. As Century et al. (2010) point out, the procedural component is similar to Dane and Schneider's (1998) exposure component, which includes number, frequency, or length of interventions. The instructional components are pedagogical (intervention strategies based on a theoretical ideal as well as interactions between teacher and student) and student engagement (participant responsiveness).

In this study, the respondents are the in-school or out-of-school youth beneficiaries or mentees of the YEP–Project MARiTES, and as selected mentees of the program it is important that they possess the appropriate entrepreneurial skills and mindset to be a successful young entrepreneur.

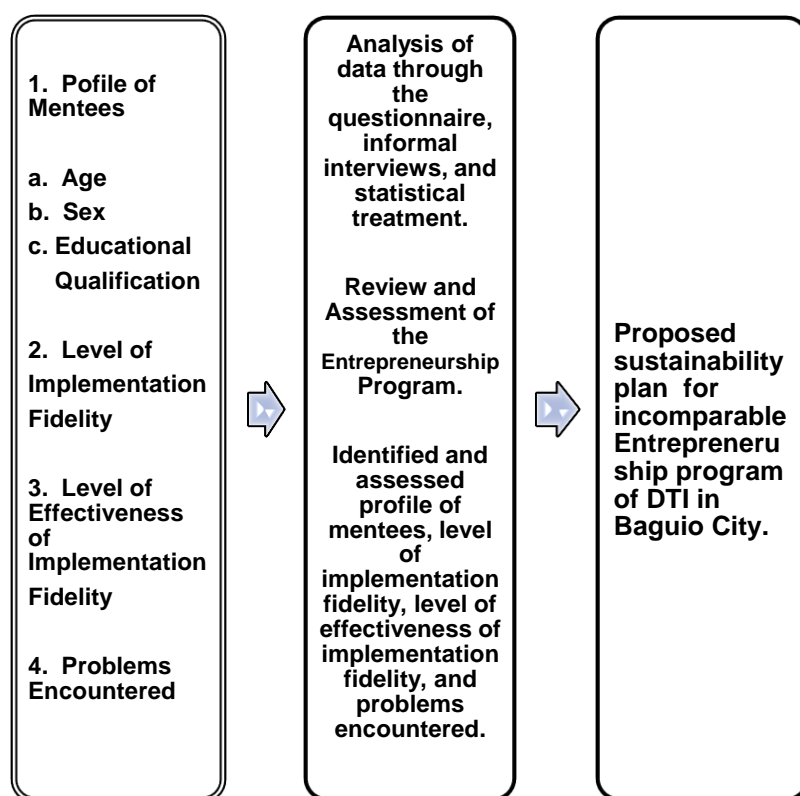
According to Kuratko (2019), if past generations dream of the prestige and perks that come with the executive suite of a major corporation, the dream of the millennial generation (also known as Generation Y) appears quite different. They believe that career success will require them to be more nimble, independent, and entrepreneurial than past generations. In a recent study only thirteen percent (13%) of millennials said that their career goal involves climbing the corporate ladder to become a CEO or president.

By contrast, almost sixty-seven percent (67%) said that their goal is involves starting their own business. Millions of individuals younger than 35 are actively trying to start businesses, 1/3 of new entrepreneurs are younger than 30, and large numbers of 18 - to 30-year-olds study entrepreneurship and the success stories of young entrepreneurs are increasing. Every person has the potential and free choice to pursue a career as an entrepreneur, but exactly what motivates people to make this choice is not fully understood (Kuratko, 2019).

The researcher conducted and processed data through the use of descriptive–survey research, gathering of information, analysis of information, float the questionnaire and evaluation of data gathered.

Since the study focused on Implementation Fidelity among youth beneficiaries of the YEP–Project MARiTES, the researcher used survey questionnaire and documentary analysis. The expected output of this research is the proposed Sustainability Plan of the YEP–Project MARiTES in Baguio City for the DTI's strategy evaluation and formulation anent to the CHED's Strategic Plan 2023-2028 on Access and Success.

Strategy evaluation is an important tool for assessing how well your business has performed, relative to its goals. It's an important way to reflect on achievements and shortcomings, and is also useful for reexamining the goals themselves, which may have been set at a different time, under different circumstances (Gartenstein, 2019). Strategy Formulation forces an organization to carefully look at the changing environment and to be prepared for the possible changes that may occur.

INPUT**PROCESS****OUTPUT****Figure 2****Research Paradigm****Statement of the Problem**

This study aimed to assess the implementation fidelity of the Youth Entrepreneurship Program – Project MARiTES (Mobilizing Available Resources through Inclusive Training on Entrepreneurship of Student Grantees) of the Department of Trade and Industry. It sought to answer the following sub-problems:

1. What is the profile of the mentees or beneficiaries of the DTI-YEP–Project MARiTES in terms of?
 - a. Age;
 - b. Sex; and
 - c. Educational Qualification?

2. What is the level of implementation fidelity of the DTI-YEP–Project MARiTES along with:
 - a. Adherence;
 - b. Exposure; and
 - c. Quality of Delivery?
3. Is there a significant relationship of the mentees or beneficiaries' profile and implementation fidelity?
4. What is the level of effectiveness of implementation fidelity to the intended outcomes to mentees or beneficiaries of the DTI-YEP–Project MARiTES participants in terms of:
 - a. Participant Responsiveness; and
 - b. Program Differentiation?
5. What are the problems encountered as perceived by the mentees or beneficiaries on the YEP–Project MARiTES?
6. Based on the findings, what sustainability plan of the DTI-YEP can be proposed?

Hypothesis

The hypothesis was tested at .05 level of insignificance.

There is no significant relationship between level of implementation fidelity and profile of the mentees or beneficiaries.

Scope and Delimitation of the Study

The focused of this study is on the DTI's YEP-Project MARiTES' implementation fidelity in Baguio City. The conduct of assessment concentrates to the mentees of the YEP-Project MARiTES. Since its launch in May 2022, there are fifteen (15) mentee graduates from the first class in 2022 and the second cohort in 2023 and another thirty (30) who are currently mentees of the program from Baguio City. The study's findings cannot be applied to every DTI entrepreneurship program in every region. It's possible that cultural and professional considerations had an impact on survey respondents' responses. There are always constraints with research studies. The data supplied by the individuals in charge of DTI's YEP-Project MARiTES implementation in Baguio City is what determines how accurate the research work is. The accuracy and equality of the recipients' comprehension and program experience will determine the result.

Significance of the Study

This study focused on the conduct of DTI's YEP-Project MARiTES' implementation fidelity in Baguio City. The researcher has emphasized several reasons why this study is important to undertake.

Program Facilitators and Mentors: Knowing program implementation fidelity will make it easier for facilitators, program staff, and evaluators to comprehend how a program is strategically implemented to produce desired results. These data also make it possible to analyze program model variations both inside and between settings, which gives information about the situations in which some programs work and don't.

Mentees: They will benefit from this study and will surely acquire the expected entrepreneurial skills and mindset by the program or intervention practices they need as exemplified by their competent mentors.

Future Researchers: Looking at theoretical presumptions, researchers in the future will be able to evaluate hypotheses on the significance of various program elements in relation to results.

Program Developers: Deciphering the results of outcome interpretations is essential to comprehending the reasons behind a program's success or failure to yield favorable results. Giving feedback encourages favorable results for ongoing quality development. Program developers can use this information to add more training to increase implementation fidelity or update certain components to make them easier to administer.

Definition of Terms

The following terms have been defined to shed light into their use in the context of this study:

Adherence: Program adherence refers to the extent to which program components are delivered.

Entrepreneurship. The process of recognizing, assessing, and capitalizing on possibilities to generate economic and social value by combining resources, expertise, and creativity in novel and creative ways.

Exposure: Program exposure can include the number of sessions or contacts, attendance, and the frequency and duration of sessions.

Fidelity assessment. Refers to the process used to collect data to document the extent to which PIP are implemented as intended.

Implementation Fidelity. Implementation fidelity is the degree of compliance with which the core elements of program or intervention practices are used as intended.

Intended Outcomes. An intended outcome is a statement of what a learner will specifically know and be able to do because of participating in the activities planned.

Participant responsiveness: Participant responsiveness refers to participants' level of interest in the program; perceptions about the relevance and usefulness of a program; and their level of engagement, enthusiasm, and willingness to engage in discussion or activities.

Program differentiation: Program differentiation can also refer to the process of identifying the critical components of a program that are essential for producing positive outcomes.

Quality of delivery: Quality of delivery reflects provider preparedness, use of relevant examples, enthusiasm, interaction style, respectfulness, confidence, and ability to respond to questions and communicate clearly.

Republic Act No. 10679. It is a law in the Philippines that was approved on August 27, 2015. It aims to promote youth entrepreneurship development programs.

YEP–Project MARiTES. Mobilizing Available Resources through Inclusive Training on Entrepreneurship of Student Grantees.

Young Entrepreneurs. Republic Act No. 10679 or the Youth Entrepreneurship Act defines young entrepreneurs as individuals within the age of eighteen (18) and thirty (30) years old who are engaged in the design, creation, establishment, and/or management of a micro, small or medium enterprise.

CHAPTER 2

METHODOLOGY

The research design, data sources, instrumentation and data collection, data gathering techniques, and statistical data treatment are all comprehensively covered in this chapter. Essentially, it is an exploratory, combined quantitative and descriptive research study using surveys. This chapter enables a more thorough comprehension of the DTI-YEP's implementation integrity. This chapter's main components also include the research strategy, which covers the methodology, study participants, methods, analysis method, and ethical considerations.

Research Design

The applicability of the quantitative research is used in this study to analyze and gather data through descriptive survey for this study are discussed in-depth in this chapter. Specifically, it utilized the descriptive survey and correlation procedures. The principal purpose of the researcher was to discover how the groups of respondents assessed the implementation fidelity of the DTI-YEP and to find out the relationship of this to

their profile. The descriptive method was supplemented with documents available in the DTI-YEP office for the lists of mentees and program documentations.

According to McCombes (2019), descriptive research aims to describe a population, situation or phenomenon accurately and systematically. It can answer what, where, when, and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables. This study described relevant aspects of the implementation fidelity program, level of effectiveness, and problems encountered of the DTI-YEP.

A correlation survey is defined by Calmorin (1998) as the study that aims to determine the relationship of variables. It also indicates the extent to which different variables are related to each other and what variables are related to each other in the target population. It also ascertains how much variation is caused by another variable. Measure of correlation determines the magnitude and direction of relationship.

Survey usually used to find the fact by collecting the data directly from population or sample or describe the nature of existing conditions or look forward the standards against existing condition or determine the relationship that exists between specific events. It uses various tools to collect the data from population or samples. They are ranging from observation, interview to questionnaire (Survey Research, 2008).

Sources of Data

In the age of information, data has become the driving force behind research endeavors because data serves as the foundation for insights and progress. As a researcher, you need to understand the various sources of data as they are essential for conducting comprehensive and impactful studies. This study used purposive sampling to select a specific group of individuals or unit for analysis. Purposive sampling involves the handpicking of subjects. This is called judgmental sampling (Cristobal, 2017). It is used to select respondents that are most likely to yield appropriate and useful information (Kelly, 2010) and is a way of identifying and selecting cases that will use limited research resources effectively (Palinkas et al., 2015). The researcher has identified fifteen (15) mentee graduates from the first class in 2022 and the second cohort in 2023 and another thirty (30) who are currently mentees of the program from Baguio City.

Table 1**Number of Mentees Per Batch**

Year – Batch	Number of Mentees	Percent
2022 – Batch 1	15	25
2023 – Batch 2	15	25
2024 – Batch 3	30	50
TOTAL	60	100

Instrumentation and Data Collection

Gathering of necessary data for the study was done through a survey questionnaire and documentation analysis. The structured questionnaires provide possible answers and respondents just have to select from them. The data collection procedure is the self-administered questionnaire by the respondents. The respondent to these questionnaires are free to answer the questions according to their own conscience without being compelled to satisfy the researcher. Information from these questionnaires constituted the primary data for the research.

The first part is the respondent profile. By understanding the respondent profile, researchers can gain insights into the reliability and validity of survey data and make informed decisions about data collection strategies and interpretation. The second part is to measure the level of implementation fidelity of the DTI-YEP. By assessing this process, you can effectively measure the level of implementation fidelity and identify areas for improvement to enhance the effectiveness of the intervention. The third part of the questionnaire is about the level of effectiveness of the said program. By incorporating these elements into the questionnaire, you can gather valuable feedback on the effectiveness of implementation fidelity and gain insights into how fidelity influences program outcomes.

And lastly, are the problems encountered of the mentees. By including these, you can gather valuable insights into the specific problems encountered by mentees and identify opportunities for improving the mentoring program to better support their needs and enhance their learning experience.

The structured questionnaires were pretested on a smaller size of the sample respondents for the research. This is to ensure that the questionnaires designed solicited the appropriate responses from the respondents to answer the research question for the achievement of research stated objectives.

This study used primary data to draw the conclusions of the research. The distribution of questionnaires are done through personal interaction and via google forms. The researcher uses published/unpublished books, journals and internet sites to establish the needed data that is related for the conduct of the study.

Tools for Data Analysis

The analysis of data requires a number of closely related operations such as establishment of categories, the application of these categories to raw data through coding, tabulation and then drawing statistical inference.

Analysis work after tabulation is generally based on the computation of various percentages; coefficients etc., by applying various well defined statistical formulae. In the process of analysis, relationships of differences supporting or conflicting with original or new hypothesis should be subjected to tests of significance to determine with what validity data can be said to indicate any conclusions (Pandey, et.al., 2015). The data gathered were presented in tables and in tabular forms and are generally viewed to answer the specific problems in Chapter 1. Appropriate statistical treatment was used to analyze the data. The statistical treatments in this study are the following:

1. Percentage. This is to get the proportion of the whole.

$$\text{Percentage (\%)} = F/N \times 100$$

where: F – stands for the frequency of responses

N – number of participants

2. Weighted Mean. To arrive at a verbal description of each item in the three (3) selected checklists.

$$WM = TWF/N$$

where: W – weighted mean

TWF – total weighted frequency

N – number of responses

3. Chi-square Test and Cross Tabulation. Used to look into which measures are taken or if two criterion variables are either independent or associated with one in a given population.
4. Likert scale. A common scaling technique that expresses a viewpoint on a topic. The following are the statistical and descriptive interpretation table:

Table 2**Interpretation Table for Level of Implementation Fidelity**

Statistical Range	Description	Interpretation
3.25-4.00	Fully Implemented	Implementation Fidelity of YEP-Project MARiTES is extensive.
2.50-3.24	Implemented	Implementation Fidelity of YEP-Project MARiTES is met.
1.75-2.49	Partially Implemented	Implementation Fidelity of YEP-Project MARiTES is limited.
1.00-1.74	Not Implemented	Implementation Fidelity of YEP-Project MARiTES is not functioning.

Legend:**Rating Description**

- 4 Fully Implemented
- 3 Implemented
- 2 Partially Implemented
- 1 Not Implemented

Table 3**Interpretation Table for Level of Effectiveness of Implementation Fidelity**

Statistical Range	Description	Interpretation
3.25-4.00	Strongly Agree	Implementation Fidelity of YEP-Project MARiTES is Highly Effective.
2.50-3.24	Agree	Implementation Fidelity of YEP-Project MARiTES is Moderately Effective.
1.75-2.49	Disagree	Implementation Fidelity of YEP-Project MARiTES Slightly Effective.
1.00-1.74	Strongly Disagree	Implementation Fidelity of YEP-Project MARiTES is not Effective.

Legend:**Rating Description**

- 4 Strongly Agree
- 3 Agree
- 2 Disagree
- 1 Strongly Disagree

Table 4**Interpretation Table for Problems Encountered on the Implementation of YEP-Project MARiTES**

Statistical Range	Description	Interpretation
3.25-4.00	Very much a problem	Implementation of the YEP-Project MARiTES is Always False.
2.50-3.24	Serious Problem	Implementation of the YEP-Project MARiTES is Generally False.
1.75-2.49	Not a serious problem	Implementation of the YEP-Project MARiTES is Generally True.
1.00-1.74	Not a problem	Implementation of the YEP-Project MARiTES is Certainly True.

Legend:**Rating Description**

- 4 Very much a problem
- 3 Serious Problem
- 2 Not a serious problem
- 1 Not a problem

Ethical Considerations

Ethics is the discipline of dealing with what is right and wrong within a moral framework that is built on obligation and duty (Nation, 1997, p. 92) as follows:

1. A research proposal will be submitted to the researcher's committee of panel of members. Ethical approval will be granted by the adviser prior to commencement of the research.
2. In conducting any type of research, the researcher must at all-time be aware of the impact which their research will have on participants and on society as a whole and must therefore act accordingly. Kumar (2005) acknowledges that it is unethical to accumulate information without the knowledge of participants, and their expressed willingness and informed consent. Therefore, the researcher will made it clear to all participants that their participation is on a voluntary basis and that they are free to withdraw from the study at any time.

3. In the conduct of this study, the researcher will ensure informed consent from all participants. They will also be advised that no obligation to answer any questions which they may not have felt comfortable with.
4. All participants will sign a consent form stating that they were willing to participate in the interview while also ensuring them confidentiality and anonymity throughout the process.

CHAPTER 3

RESULTS AND DISCUSSIONS

The overall purpose of this study was to assess the implementation fidelity of the DIT-YEP. The result was used as a basis for the proposed sustainability plan for strategy evaluation and formulation. Analysis and corroborations of results are further discussed. In line with the statement of the problem and the research paradigm of this study, the research hypothesis that there is relationship between level of implementation fidelity and profile was pursued. Analysis is fully based on the data obtained from primary source, mainly the responses to questionnaires and documentation analysis. The primary data collected sixty (60) respondents and have been used to measure the implementation fidelity of the DTI-YEP and its effectiveness on mentees entrepreneurial skills and mindset. This chapter also covers the test of hypothesis which have been set in the previous chapter. This section is further sub divided into five (5) sub section.

The first part is the profile of the mentees or beneficiaries. Age, sex, and educational qualification was considered. The second part is the implementation fidelity of the YEP-Project MARiTES program.

Measured variables are adherence, exposure, and quality of delivery. The third part of the questionnaire is about the effectiveness of the said program. Measured variables are participant's responsiveness, and program differentiation. Finally, the problems encountered of the mentees. Based on the results of the statistical analysis of the data, the findings are summarized as follows:

Mentees' Profile

Table 5

Age

Age	Frequency	Percent
18 – 23 years old	40	67
24 – 30 years old	20	33
TOTAL	60	100

Table 5 shows the age of the respondents in two different brackets. Where, 67% of respondents are from age range of 18-23 and 33% are from age range of 24-30. This implies that entrepreneurial orientation to younger population is evident. It should be necessary to learn about entrepreneurial independence so that entrepreneurial mindset is formed from an early age, and it becomes a generation of young entrepreneurs (Mahfuda, 2022).

Table 6

Sex

Age	Frequency	Percent
Male	31	52
Female	29	48
TOTAL	60	100

Table 6 shows the gender distribution among 60 respondents, it is clear that out of total respondents there are 31 male respondents (51.67%) and 29 female respondents (48.33%). This shows that majority of respondents were male. According to Ward et.al. (2019), the percentage of female entrepreneurs far below the levels of males, although it has increased over the past several years. The latter is crucial since research demonstrates how different groups—like gender—found different kinds of businesses. In reality, there is compelling empirical evidence that the company structures of male and female entrepreneurs differ, as do the personal objectives and cognitive processes of each (Kelley et al., 2017). Instead, it refers to a collection of steps that result in the development of new goods and services, and these steps might differ depending on the interests and opportunities that are evaluated at the individual, group, and individual (Kerr et al., 2018).

Table 7

Educational Qualification

Age	Frequency	Percent
Senior High School	1	2
College	9	15
Out of school youth	20	33
In – training	30	50
TOTAL	60	100

Table 7 shows the respondent's educational qualification in different four categories. The distribution of the sample shows that about 50% are in-training or currently mentees of the program, followed by the percentage of 33% of respondents are out of school youth, 15% of respondents are college and 2% of respondent is Senior High School. The senior high school, college, and out of school youth are the graduates of the DTI-YEP. This expresses that if the spirit of entrepreneurship had been instilled since school, it is very likely that high school graduates would be able to create their own jobs and be able to live independently. Not all children aged 19-23 years (high school or vocational high school graduates) can go on to tertiary education, as much as 70.1% cannot continue, while some of them do not yet have the skills to be successful in society, because they do not yet have the attitude, knowledge, skills about the good entrepreneur (Tugino & Hasanah, 2021).

Implementation Fidelity of the DTI-YEP Project-MARiTES

Table 8
Level of Implementation Fidelity Along ADHERENCE

Indicators	Mean	Description
1. The objectives of the program were clearly stated.	3.83	Fully implemented
2. Well-designed training activities maintained.	3.65	Fully Implemented
3. Resource persons are credible and knowledgeable.	3.68	Fully Implemented
4. Intervention sessions encourage participants to ask questions.	3.66	Fully Implemented
5. Adequate physical space for interaction is provided.	3.75	Fully Implemented
AVERAGE MEAN	3.71	Fully Implemented

Legend:**Rating Description**

4 Fully Implemented

3 Implemented

2 Partially Implemented

1 Not Implemented

Table 8 shows the level of implementation fidelity of the DTI-YEP Project MARiTES along Adherence. There are five (5) indicators to measure Adherence as reflected in the survey tool. With the use of a four-point Likert scale in Table 2, the following are the results: The level of implementation fidelity along adherence is **Fully Implemented** with a mean of **3.71**. This implies that the entrepreneurship program is run by offering direct instruction. By providing inter-principle-based or entrepreneurship-based learning with training in the form of seminars, workshops, or training for educators and the surrounding academic community. The DTI-YEP Project MARiTES program components are realistic through their assessment of mentee's expectations and understanding of the program content. Adherence indicators includes program content, methods, and activities. Adherence data are typically reported as the proportion of program components that were delivered compared to the number prescribed. For example, if a provider covered 14 of the 28 content areas of a program, the content adherence score would be fifty percent (50%).

The highest weighted mean of **3.83**, objectives of the program were clearly stated, is with an interpretation of **Fully Implemented** while the lowest weighted mean of **3.65**, well-designed training activities, with an interpretation of still, **Fully Implemented**.

The Institutional Theory put forth by W. Meyer, Brian Rowan, and John W. among others, provided the groundbreaking research outlining an institutional strategy for understanding organizations is crucial, as demonstrated by research studies. Entrepreneurial methods as stated, formal organizations are becoming easier to establish as a result of society's growing adoption of rationalized institutional frameworks perhaps even more vital. Ultimately, the foundational elements for organizations are scattered throughout society; all it takes is a little bit of entrepreneurial initiative to put them together to form a building. Additionally, because these building pieces are seen as appropriate, sufficient, logical, and organizations must use them if they're required to prevent illegitimacy.

The special module called YEP–Project MARiTES (Mobilizing Available Resources through Inclusive Training on Entrepreneurship of Student Grantees) – Be Your Own Boss. YEP–Project MARiTES was launched to equip the grantees with competitive knowledge and skills in business management. Beneficiaries joined trade fairs and product showcase activities like Session Road Sunday Market Showcase.

Table 9**Level of Implementation Fidelity Along EXPOSURE**

Indicators	Mean	Description
1. Time allotment for each activity is enough for the learning process.	3.58	Fully implemented
2. Phasing of topics is observed.	3.51	Fully Implemented
3. Activities are properly timed.	3.55	Fully Implemented
4. Program duration is adequate for the training objectives.	3.53	Fully Implemented
5. Program duration is efficiently planned.	3.61	Fully Implemented
AVERAGE MEAN	3.56	Fully Implemented

Legend:**Rating Description**

- 4 Fully Implemented
- 3 Implemented
- 2 Partially Implemented
- 1 Not Implemented

Table 9 shows the level of implementation fidelity of the DTI-YEP Project MARiTES along Exposure.

There are five (5) indicators to measure Exposure as reflected in the survey tool. With the use of a four-point Likert scale in Table 2, the following are the results: The level of implementation fidelity along exposure is **Fully Implemented** with a mean of **3.56**. This implies that the duration of the program was extensive and well-functioning in the conduct of the training programs. This implies that mentees appreciated most of the design of topics and activities in the training. According to the interviewees, time allotted is well-spent for new learnings and discovery of entrepreneurial skills. The DTI-YEP Project MARiTES offers continuous intervention to mentees even after they have graduated from the program. They are recommended to other programs as an upskilling to their qualifications. This allows motivational and optimal usage of the program's different resources. .

The highest weighted mean of **3.61**, program duration is efficiently planned, is with an interpretation of **Fully Implemented** while the lowest weighted mean of **3.51**, phasing of topics is observed, with an interpretation of still, **Fully Implemented**.

The Theory of Institutions proposed by W. Rowan, Meyer, and John W. among others, the planners of new programs and trainings must make choices among other things regarding external relations—which modules to utilize, what kinds of how to establish alliances, where to find financing for continuing operations and growth, how to construct and keep up a mentoree base, and similar things. Once more, empirical work offers proof that establishments and institutional procedures play a key role in determining these choices.

For instance, Uzzi (1996) makes two important contractual relationship models, which he describes as The terms "arm's length" and "embedded" indicate connections that conventional entrepreneurship approach assumes—short term, cost-driven, and exclusively determined by computations of personal gain. Conversely, the latter speaks about relationships controlled by long-term relationship expectations on the outcomes.

Table 10**Level of Implementation Fidelity Along QUALITY OF DELIVERY**

Indicators	Mean	Description
1. Topics address specific needs of participants.	3.85	Fully implemented
2. Training program contributes to organization's needs.	3.81	Fully Implemented
3. Materials used are useful for the participant's needs.	3.80	Fully Implemented
4. Training program emphasizes performance proficiency.	3.80	Fully Implemented
5. There is opportunity for learning and application.	3.86	Fully Implemented
AVERAGE MEAN	3.82	Fully Implemented

Legend:**Rating Description**

- 4 Fully Implemented
- 3 Implemented
- 2 Partially Implemented
- 1 Not Implemented

Table 10 shows the level of implementation fidelity of the DTI-YEP Project MARiTES along Quality of delivery. There are five (5) indicators to measure Quality of Delivery as reflected in the survey tool. With the use of a four-point Likert scale in Table 2, the following are the results:

The level of implementation fidelity along quality of delivery is **Fully Implemented** with a mean of **3.82**. This suggests that the designated mentor has an entrepreneurial spirit, broader ideas, and a potential orientation for the way the module content is delivered. Through the application of theories, concepts, and their own experiences, entrepreneurship programs have been created, and these programs have demonstrated the capacity for risk-taking, organization, and management in business continuity. The DTI-YEP Project MARiTES mentors reflect the manner in which a program is delivered. Aspects of delivery quality can include

provider preparedness, use of serving the public and non-profit sectors through independent program evaluation, applied research, and technical assistance. Relevant examples, enthusiasm, interaction style, respectfulness, confidence, and ability to respond to questions and communicate clearly are evident through their professional qualifications and experiences.

The quality of delivery may act as a moderator between an intervention and observed outcomes; for example, if 100% of a program's material is covered but is delivered poorly, positive participant outcomes may not be realized.

The highest weighted mean of **3.86**, opportunity for learning and application, is with an interpretation of **Fully Implemented** while the lowest weighted mean of **3.80**, materials used are useful, and training program emphasizes performance proficiency, with an interpretation of still, **Fully Implemented**.

The Theory of Institutions proposed by W. Rowan, Meyer, and John W. among others has taken inspiration from economic theories that view the choice to create an organization as the result of someone seeing an opportunity to start their own business and turn a profit by engaging in market activities. In this structure, these kinds trainings and programs are said to have been "out there" before they were discovered.

Despite the fact that acknowledging business opportunities as a personal procedure, the opportunities are objective phenomena that not everyone is aware of it always. This method brings up a number of difficult theoretical as well as factual inquiries.

Explaining, for instance, why different entrepreneurial mindset and opportunities and organizational results vary and eventually appears as venture-seeking process from this angle.

Table 11

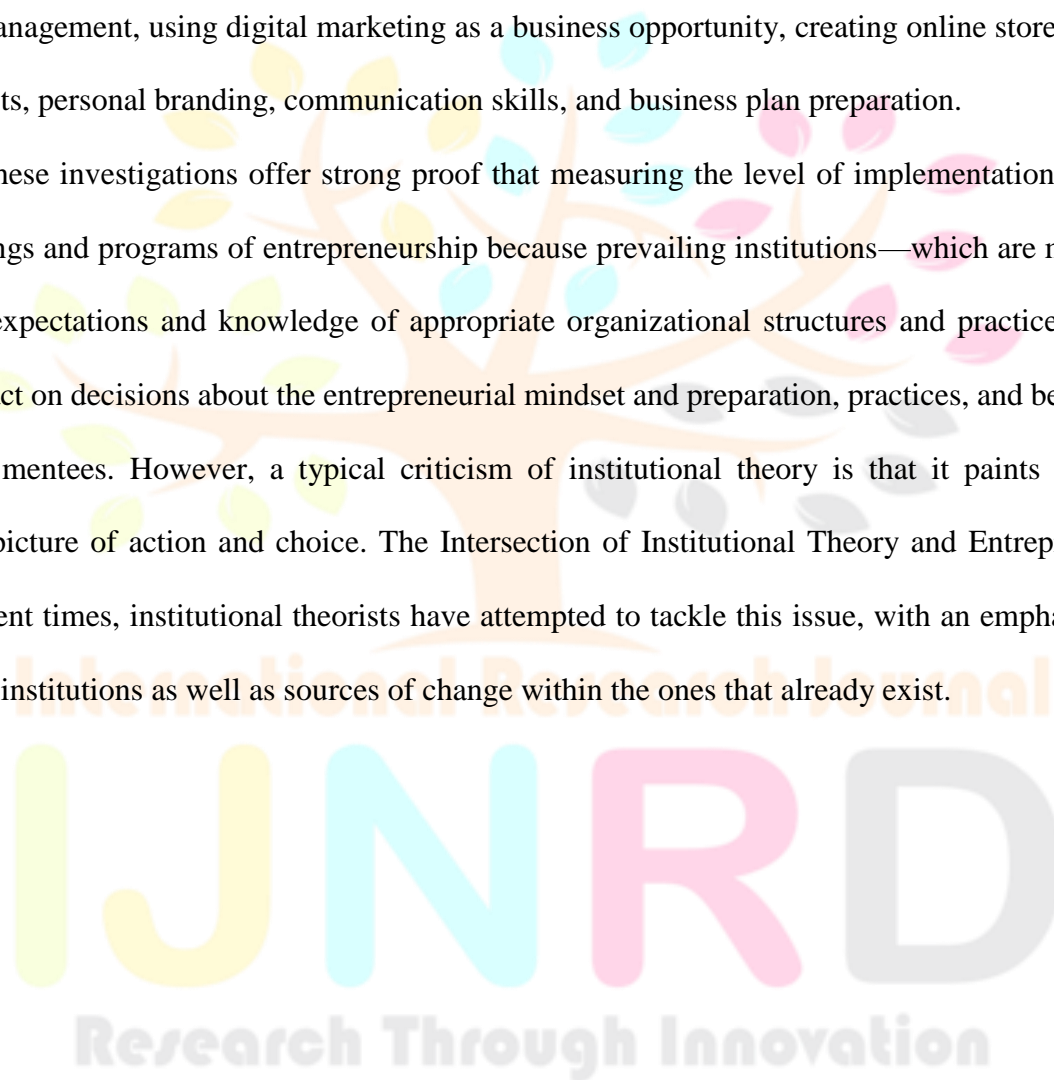
Overall Level of Implementation Fidelity of DTI-YEP Project MARiTES

Indicators	Mean	Description
Adherence	3.71	Fully implemented
Exposure	3.56	Fully Implemented
Quality of Delivery	3.82	Fully Implemented
OVERALL MEAN	3.70	Fully Implemented

Table 11 shows the overall level of implementation fidelity of the DTI-YEP Project MARiTES. The mentees' perceived implementation of the entrepreneurship program as **Fully Implemented** with an overall mean of **3.70**. All areas were fully implemented which means that the entrepreneurship programs were extensive as well as program objectives were all met. It was along the quality of delivery that had the highest mean of **3.82**. The mean on exposure had the lowest mean of **3.56**.

Through their YEP-Project MARiTES, regulatory organizations like the DTI-CAR influence the entrepreneurial behavior and results of young entrepreneurs. Life skills training is also provided. For example, among the ten (10) Modules they covered over the six-month period were introduction to business strategy and financial management, using digital marketing as a business opportunity, creating online stores, creating business concepts, personal branding, communication skills, and business plan preparation.

Overall, these investigations offer strong proof that measuring the level of implementation fidelity is crucial to trainings and programs of entrepreneurship because prevailing institutions—which are made up of organizational expectations and knowledge of appropriate organizational structures and practices—have a significant impact on decisions about the entrepreneurial mindset and preparation, practices, and behaviors of entrepreneurial mentees. However, a typical criticism of institutional theory is that it paints an unduly predetermined picture of action and choice. The Intersection of Institutional Theory and Entrepreneurship Research in recent times, institutional theorists have attempted to tackle this issue, with an emphasis on the creation of new institutions as well as sources of change within the ones that already exist.



Level of Implementation Fidelity of the DTI-YEP Project-MARiTES when Mentees are Grouped**According to the Demographic Characteristics**

Null Hypothesis: There is no significant relationship between profile of mentees and level of implementation fidelity.

Table 12**Age and Implementation Fidelity Cross Tabulation****Age * Implementation Fidelity Crosstabulation**

			Fully Implemented	Implemented	Total
Age	18-23	Count	36	4	40
		Expected Count	36.0	4.0	40.0
	24-30	Count	18	2	20
		Expected Count	18.0	2.0	20.0
Total		Count	54	6	60
		Expected Count	54.0	6.0	60.0

Table 12 shows the actual and expected count for the age groups (rows) along with the level of implementation fidelity of the project (columns). As per the gathered data, there were no responses that fall along partially implemented and not implemented. Hence, the table only shows the column for fully implemented and implemented.

Table 13**Relationship Between Age and Level of Implementation Fidelity****Chi-Square Tests (Age * Implementation Fidelity)**

	Value	df	Asymptotic Significance (2-sided)	Exact Significance (2-sided)	Exact Significance (1-sided)
Pearson Chi-Square	.000 ^a	1	1.000		
Continuity Correction ^b	0.000	1	1.000		
Likelihood Ratio	0.000	1	1.000		
Fisher's Exact Test				1.000	0.686
N of Valid Cases	60				

Interpretation: The assumption of less than 20% of cells having expected count of less than 5 is violated on the data. Therefore, the relationship between age and level of implementation fidelity will be measured through the likelihood ratio. Based on the data above, the likelihood ratio (1.00) is higher than the p-value of 0.05 indicating that null hypothesis should be accepted.

Conclusion: There is no significant relationship between age and level of implementation fidelity of DTI-YEP Project MARiTES. Age is not a factor in the DTI-YEP Project MARiTES implementation. All mentees utilize the same modules for subject identification and execution. Regarding the knowledge and training experience that each mentee will acquire throughout the course of the program, they are all equal.

Table 14
Sex and Implementation Fidelity Cross Tabulation

		Fully Implemented	Implemented	Total
Sex- M	Count	29	2	31
	Expected Count	27.9	3.1	31.0
-F	Count	25	4	29
	Expected Count	26.1	2.9	29.0
Total	Count	54	6	60
	Expected Count	54.0	6.0	60.0

Table 14 shows the actual and expected count for the sex (rows) along with the level of implementation fidelity of the project (columns). As per the gathered data, there were no responses that fall along partially implemented and not implemented. Hence, the table only shows the column for fully implemented and implemented.

Table 15**Relationship Between Sex and Level of Implementation Fidelity****Chi-Square Tests (Sex * Implementation Fidelity)**

	Value	df	Asymptotic Significance (2-sided)	Exact Significance (2-sided)	Exact Significance (1-sided)
Pearson Chi-Square	.897 ^a	1	0.344		
Continuity Correction ^b	0.267	1	0.605		
Likelihood Ratio	0.909	1	0.340		
Fisher's Exact Test				0.417	0.304
N of Valid Cases	60				

Interpretation: The assumption of less than 20% of cells having expected count of less than 5 is violated on the data. Therefore, the relationship between sex and level of implementation fidelity will be measured through the likelihood ratio. Based on the data above, the likelihood ratio (0.34) is higher than the p-value of 0.05 indicating that null hypothesis should be accepted.

Conclusion: There is no significant relationship between sex and level of implementation fidelity of DTI-YEP-Project Marites. Sex is not a factor in the DTI-YEP Project MARiTES implementation. All mentees utilize the same modules for subject identification and execution. Regarding the knowledge and training experience that each mentee will acquire throughout the course of the program, they are all equal.

Table 16**Educational Qualification and Implementation Fidelity Cross Tabulation****Educational Qualification * Implementation Fidelity Cross Tabulation**

		Fully Implemented	Implemented	Total
Educational Qualification	SHS Count	1	0	1
	Expected Count	0.9	0.1	1.0
	COL Count	53	6	59
	Expected Count	53.1	5.9	59.0
Total	Count	54	6	60
	Expected Count	54.0	6.0	60.0

Table 16 shows the actual and expected count for the educational qualifications (rows) along with the level of implementation fidelity of the project (columns). As per the gathered data, there were no responses that fall along out of school youth and in – training and partially implemented and not implemented. Hence, the table only shows the column for fully implemented and implemented.

Table 17

Relationship Between Educational Qualification and Level of Implementation Fidelity
Chi-Square Tests (Educational Qualification * Implementation Fidelity)

	Value	df	Asymptotic Significance (2-sided)	Exact Significance (2-sided)	Exact Significance (1-sided)
Pearson Chi-Square	.113 ^a	1	0.737		
Continuity Correction ^b	0.000	1	1.000		
Likelihood Ratio	0.213	1	0.645		
Fisher's Exact Test				1.000	0.900
N of Valid Cases	60				

Interpretation: The assumption of less than 20% of cells having expected count of less than 5 is violated on the data. Therefore, the relationship between educational qualification and level of implementation fidelity will be measured through the likelihood ratio. Based on the data above, the likelihood ratio (0.34) is higher than the p-value of 0.05 indicating that null hypothesis should be accepted.

Conclusion: There is no significant relationship between educational qualification and level of implementation fidelity of DTI-YEP-Project MARiTES. Educational Qualification is not a factor in the DTI-YEP Project MARiTES implementation. All mentees utilize the same modules for subject identification and execution. Regarding the knowledge and training experience that each mentee will acquire throughout the course of the program, they are all equal.

Table 18

**Level of Effectiveness of Implementation Fidelity
to Mentees Along Participant's Responsiveness**

Indicators	Mean	Description
1. Participants are encouraged to think in new ways.	3.78	Strongly Agree
2. Participants are free to explore new ideas that can bring their entrepreneurial spirit.	3.73	Strongly Agree
3. There is a sense of entrepreneurship community relations.	3.72	Strongly Agree
4. Participants are encouraged to see the importance of the program in preparing them to be an entrepreneur.	3.75	Strongly Agree
5. Participants are able to try new processes that bring better output.	3.78	Strongly Agree
AVERAGE MEAN	3.75	Strongly Agree

Legend:**Rating Description**

4 Strongly Agree

3 Agree

2 Disagree

1 Strongly Disagree

Table 18 shows the perceived level of effectiveness of implementation fidelity to the intended outcomes to mentees of the DTI-YEP Project MARiTES along Participant's Responsiveness. There are five (5) indicators to measure Participant's Responsiveness as reflected in the survey tool.

With the use of a four-point Likert scale in Table 3, the following are the results: The perceived level of effectiveness of implementation fidelity to the intended outcomes to mentees along Participant's Responsiveness is **Strong Agree** with a mean of **3.75**. This suggests that the transformative program is intended for young people who are thriving and dynamic entrepreneurs who have positioned themselves to be a part of this empowering project, which serves as a means of realizing their entrepreneurial aspirations. Seize the opportunity and become a part of the next generation of creative and successful young business executives.

The mentees' testimonies are clear. For them, DTI-YEP Project MARiTES opened their eyes. Their commitment to sticking with developing a firm was strengthened by the program. The community created for young entrepreneurs is benefited by the entrepreneurship program. A wealth of business information was brought around via the DTI-YEP Project MARiTES.

The highest weighted mean of **3.78**, participants are encouraged to think in new ways and participants are able to try new processes that bring better output, is with an interpretation of **Strongly Agree** while the lowest weighted mean of **3.72**, there is a sense of entrepreneurship community relations, with an interpretation of still, **Strongly Agree**.

The reasons behind entrepreneurship are nuanced. Nevertheless, economic theories emphasize the importance of an entrepreneurial attitude in motivating entrepreneurs to take risks; yet, the fulfillment of firmly held beliefs can also be a significant, independent source of motivation. By putting specific possibilities as morally upright entrepreneurship movements can justify a sector of the economy (Aldrich Tolbert, David, and Sine. The Intersection of Institutional Theory and Entrepreneurship Research push people to take chances they might not otherwise take because of financial worries. For instance, Russell Wolfe's daughter urged him to "do something in his life as worthwhile as developing renewable energy sources," which sparked his interest in wind power technology. We underscore that entrepreneurship movements may not intend to promote such entrepreneurial activity by adherents; however, by providing justification for the activities, they can affect entrepreneurs' perceptions of the value of such activities. Such perceptions may also be influenced by market demand created by movements.

Table 19

Level of Effectiveness of Implementation Fidelity to Mentees Along Program Differentiation

Indicators	Mean	Description
1. There is a clear policy of the program align to entrepreneurial spirit.	3.78	Strongly Agree
2. Participants have equal opportunities to undergo training.	3.65	Strongly Agree
3. Intervention is based on the participant's need assessment.	3.63	Strongly Agree
4. Participants are given proper guidance to fully participate in the program.	3.75	Strongly Agree
5. Proper monitoring and evaluation is given.	3.75	Strongly Agree

AVERAGE MEAN	3.71	Strongly Agree
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Legend:**Rating Description**

- 4 Strongly Agree
- 3 Agree
- 2 Disagree
- 1 Strongly Disagree

Table 19 shows the perceived level of effectiveness of implementation fidelity to the intended outcomes to mentees of the DTI-YEP Project MARiTES along Program Differentiation. There are five (5) indicators to measure Program Differentiation as reflected in the survey tool.

With the use of a four-point Likert scale in Table 3, the following are the results:

The perceived level of effectiveness of implementation fidelity to the intended outcomes to mentees along Program Differentiation is **Strong Agree** with a mean of **3.71**. This implies that the program on entrepreneurship was one that changed people's lives. It resembled receiving instruction based on outcomes. The mentees' accounts are unambiguous. The mentees' intellectually stimulating interactions with their mentors were a true honor. The program was like a magical occurrence that turned every spare moment into an innovative brainstorming session that may inspire young entrepreneurs to adopt an entrepreneurial mindset.

The highest weighted mean of **3.78**, there is a clear policy of the program align to entrepreneurial spirit, is with an interpretation of **Strongly Agree** while the lowest weighted mean of **3.63**, intervention is based on the participant's need assessment, with an interpretation of still, **Strongly Agree**. By convincing mentees of the advantages of behaving in methods that are in line with the DTI-YEP Project MARiTES' entrepreneurial goals, entrepreneurship movements can also generate demand for novel goods and services. Therefore, even if business owners may not personally support a movement, they may nonetheless react to these chances.

For instance, the organic food movement persuaded prospective consumers of the advantages and necessity of pesticide-free agricultural products, which resulted in a sharp increase in demand for these kinds of goods. As a result, business owners—including Individuals who were not overly concerned with environmental problems, but who were able to spot a business opportunity, took an active role in satisfying customer demand (Lee 2009). Likewise, entrepreneurship movement organizations infuse value by normatively framing certain actions as appropriate.

Table 20

**Overall Level of Effectiveness of Implementation Fidelity
to the Intended Outcomes to Mentees of the DTI-YEP Project-MARiTES**

Indicators	Mean	Description
Participant's Responsiveness	3.75	Strongly Agree
Program Differentiation	3.71	Strongly Agree
OVERALL MEAN	3.73	Strongly Agree

Table 20 shows the overall level of effectiveness of implementation fidelity to the intended outcomes to mentees of the DTI-YEP Project MARiTES. The mentees' perceived level of effectiveness of implementation fidelity of the entrepreneurship program as **Strongly Agree** with an overall mean of **3.73**.

The YEP-Project MARiTES is one of the entrepreneurship programs of DTI along with Youth Start, Youth Net, and Youth Match, that take into consideration the DTI 7Ms for MSME development: Mindset Change, Mastery, Mentoring, Money, Machines, Market Access, and Models for Business. This suggests that mentees' receptivity determines how differentiable a program is.

This method views entrepreneurship as essentially a multifaceted structure, but it also views entrepreneurial attitude and preparations as a consequence of business values, beliefs, and profitability. When combined, the findings point to a significant improvement in teenage entrepreneurs' general outcomes as a result of the entrepreneurial training program. Adolescents who received entrepreneurship training reported greater entrepreneurial skills and mindset efficacies, as well as an enhanced capacity to scan, search for, assess, and rate entrepreneurial prospects, in comparison to those who did not receive any training. It was along the participant's responsiveness that had the highest mean of 3.75. The mean on program differentiation had the lowest mean of 3.71. The result of the study is aligned with the Institutional Theory, proposed by John W. Meyer, Brian Rowan, and W. Richard Scott, among others.

Through their YEP-Project MARiTES, these rules provide guidelines for new entrepreneurial organizations and can lead to organizations complying with laws and also individuals complying with laws and or may require a reaction if there is a lack of law or regulation in the entrepreneurial firm's region. Institutions guides behavior by defining what is appropriate or expected in various social and commercial situations (Bruton, et.al., 2010).

Problems Encountered in the DTI-YEP Project-MARiTES as Perceived by Mentees**Table 21****Problems Encountered as Perceived by Mentees**

Indicators	Mean	Description
1. The learning obtained by the mentees or beneficiaries are basis for creating new entrepreneurial knowledge.	2.23	Not a serious problem
2. Improved situation awareness leading to the ability to make timely and good decisions.	2.31	Not a serious problem
3. Matured leadership by providing purpose, direction, and motivation.	2.29	Not a serious problem
4. Sense of entrepreneurial spirit is evident.	2.21	Not a serious problem
5. Higher initiatives are observed.	2.25	Not a serious problem
AVERAGE MEAN	2.26	Not a serious problem

Legend:**Rating Description**

4 Very much a problem

3 Serious Problem

2 Not a serious problem

1 Not a problem

Table 21 shows the problems encountered in the DTI-YEP Project MARiTES as perceived by mentees. There are five (5) indicators to measure problems encountered as reflected in the survey tool. With the use of a four-point Likert scale in Table 4, the following are the results:

The problems encountered as perceived by mentees is **Not a serious problem** with a mean of **2.26**. This means that the problem is not on the transfer of knowledge by the mentors but on the entrepreneurial intentions of the mentee. According to Noe (2017), transfer of training refers to trainees effectively and continually applying what they have learned in training to their jobs. These problems are relevant with the Institutional Theory, proposed by John W. Meyer, Brian Rowan, and W. Richard Scott, among others. These institutions create expectations that determine appropriate actions for organizations (Meyer and Rowan), and also form

the logic by which laws, rules, and taken-for-granted behavioral expectations appear natural and abiding (Zucker, 1977).

Institutions define therefore what is appropriate in an objective sense, and thus render other actions unacceptable or even beyond consideration (DiMaggio and Powell, 1991). The highest weighted mean of **2.31**, improved situation awareness leading to the ability to make timely and good decisions, is with an interpretation of **Not a serious problem** while the lowest weighted mean of **2.21**, sense of entrepreneurial spirit is evident, with an interpretation of still, **Not a serious problem**.

Lastly, as mentees view entrepreneurship programs favorably, this can encourage a fresh preparation and approach for entrepreneurship. It may contribute to the development of infrastructures that support the establishment of new businesses.

These programs for entrepreneurship include social networks that could connect would-be business owners with possible backers; new policies for entrepreneurship from government agencies or other influential parties (like private foundations), which provide funding to start-ups; and laws that establish the bounds and validate entrepreneurial markets.

Network relationships that arise among members of organizations that promote entrepreneurship frequently act as a channel for information about resource possibilities to reach entrepreneurs (Shane 2000, Swaminathan and Wade 2001).

They also function as a means of establishing connections between entrepreneurs and possible financial backers (Greve et al. 2006). The Meeting point between Institutional Theory and Entrepreneurship Research Organization Science, policies for entrepreneurs in the independent power sector, helping to offset the inherent risks of founding firms in this new and undeveloped area (Lee and Sine 2007). Thus, as entrepreneurship movements seek to bring about changes in broad-based value orientations, they can create new market opportunities for entrepreneurs, motivate them to seize such opportunities, and enhance their chances of success by creating infrastructure that enables action.

In turn, entrepreneurial activities can lead to the generation of a variety of organizational-level institutions—new forms, new practices, and new occupations—that embody and perpetuate the changes set in motion by the DTI-YEP Project MARiTES entrepreneurship movements.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The overriding purpose of this study was to determine the implementation fidelity of the DTI-YEP when viewed from a general entrepreneurial perspective. To accomplish that goal it became necessary to reach some prerequisite research objectives. Determining the level of implementation, effectiveness and problems encountered of the DTI-YEP became necessary to reach an understanding about the nature of entrepreneurial mindset among young Filipino entrepreneurs. Once these fundamental steps were achieved, this research was able to go forward. This chapter reports the summary, conclusions and recommendations that resulted from this study.

Summary

Recent studies have illuminated the ways in which entrepreneurs utilize programs and training in entrepreneurship to establish new organizational structures and practices as well as a new entrepreneurial mindset. Entrepreneurs often create new kinds of organizations and further theorize issues that movements have recognized (Strang and Meyer, 1993) that purportedly deal with these issues.

The societal changes started by DTI-YEP may be strengthened by these endeavors, or they may even take a different course. More recently, David and colleagues (2008) examine how early business owners created by scientific management, which was itself a result of the greater progressive movement, the management consulting profession attempted to persuade large corporation leaders that their companies were inefficient and that knowledge from the domains of finance, the self-interested motives behind rhetorical claims are apt to be fairly transparent.

In such a context, constituents are likely to look for more tangible evidence supporting the theorization of entrepreneurs. Research suggests that one way in which entrepreneurs address this issue is by creating new collectively oriented, field-level organizations and institutions, such as industry associations and certification systems, to legitimate their new enterprises and occupations. As these studies suggest, endorsements from collective bodies—even those constructed by entrepreneurs themselves—can strongly influence the evaluations of constituents (Graffin and Ward 2010). Thus, entrepreneurs not only respond to opportunities created by institutional change, they also create organizational institutions that provide seemingly “objective” and dispassionate information, further entrenching new beliefs and assumptions.

In this way, their activities can extend and deepen the social movements from which they stem. The irony, of course, is that the organizational-level institutions thus created often serve as constraining forces on the choices of subsequent entrepreneurs, as described in the earlier sections of this paper.

Conclusions

1. The majority of mentees, according to their profiles, were between the ages of 18 – 23 years old. This is the median age of young entrepreneurs. Meanwhile, the study was dominated by men. Most respondents are currently in the In-training program of DTI-YEP.
2. The DTI-YEP is able to fully implement entrepreneurship programs that are based on implementation fidelity of the training. Implementation Fidelity factors on Adherence, Exposure, Quality of Delivery, Participant Responsiveness, and Program Differentiation were measured.
3. The demographic characteristics of the mentees do not have significant relationship to the implementation fidelity of the entrepreneurship program.
4. DTI-YEP modules contribute to entrepreneurial orientation of mentees. Designated mentor has an entrepreneurial spirit, broader ideas, and a potential orientation for the way the module content is delivered.
5. The extent of application of training as perceived by the mentees are highly effective, meaning the quantity and quality of resources are enough to meet the program intentions and objectives. The mentees benefit from these.
6. The DTI-YEP are efficiently and effectively implemented.

Recommendations

1. Given that young people are clearly interested in the entrepreneurship program, recruitment efforts should be stepped up to include a greater number of driven and entrepreneurial individuals.
2. The Implementation Fidelity Framework approach may be used by the DTI-YEP to ensure appropriate program monitoring and evaluation.
3. The DTI-YEP continue to invite for academic partners to provide the mentees with outcome-based knowledge of the theories and ideas.
4. It is important to use ongoing observation and assessment of how entrepreneurial skills are applied to real-world business operations.
5. The DTI-YEP should have action plan which serves as written document that includes the steps that the mentee and mentor will take to ensure that training transfers to entrepreneurial action.
6. The researcher recommends the sustainability plan to maintain and enhance the existing entrepreneurship program of DTI-CAR (please see attached).